

## CHARACTERISTICS AND CORRELATIONS OF LEISURE TIME ACTIVITIES WITH BACKGROUND DATA: ONLINE DATA COLLECTION AMONG 9- TO 12-YEAR-OLD STUDENTS

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**Keywords:** social activity; content analysis; online assessment

The remaining timeslot beyond socially and physiologically fixed time is called leisure time in sociology, the use of which can be very diverse (Andorka, 2006), though mainly the terms of relaxation and recreation can be associated with it (Kucukali, Ada and Ustun, 2009). Children's leisure time habits have an impact on their cognitive and social development, as spending leisure time always constitutes a learning context at the same time (Larson and Verma, 1999). Although extensive information is available about secondary school students' leisure time habits, this is not the case with primary school students.

In our study we were interested to learn (1) what the typical characteristics of social activity are for 9- to 12-year-old Hungarian students in and outside of the school. (2) Can differences be identified in the activity types in the four grades at the different places? (3) What additional analyses, correlational explorations are made possible in this area thanks to online data collection?

The typical activities of 3<sup>th</sup> to 6<sup>th</sup> grade students (N=723) were examined in 2014, with the voluntary participation of primary schools from eight Hungarian municipalities. The sample cannot be considered representative. The results are derived from the computer-based data collection, where students' responses were processed through content analysis. We explored the students' activities through the responses given to three open-ended questions that required independent text production.

In the case of school-based social activities, 3 categories (learning, ball games and other) are independent from the examined grades. School-based social activity in the lower grades is characterized by general play activity and yard games; however, in the upper grades conversations and joking becomes dominant. Most of the school-based activity forms appear outside the school as well, but 6 further, active and passive categories are added outside the school. The dominant elements of the pastime (games, chat) remain the same as in school, only the location is changed. Mentions of co-learning remains below 10% in all grades. The dominant social activities of the school holidays and weekends are bathing and general play activity. There is no correlation found among lower graders in the dimension of school holidays, while all of the significant connections can be observed among 5<sup>th</sup> to 6<sup>th</sup> graders (e.g. Cramer's  $V_{\text{computers}}=5,4$ ;  $V_{\text{football}}=2,9$ ).

From the extractable background data, the length of the text responses and gender were included in the analysis. We found that the average text length is increasing with the progress of the grades, and that the responses given by girls are significantly longer in each grade and dimension.

The results presented in this study demonstrate that the background data extracted from online data collection give us many analytical possibilities, which can also be used for connecting distant areas within a discipline.